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ABSTRACT

Virginia's statewide objectives for foreign language learning, part of a larger program of learning objectives for all basic subjects and all levels of elementary and secondary education, are presented. The program is aimed at developing language proficiency, with goals and objectives designed to serve the general statewide needs for communicating content and the specific local curriculum planning needs. Goals are established for five areas: listening, speaking, reading, writing, and culture, and are intended to be treated as interrelated and interdependent. They provide a scope and sequence for four levels of instruction, and focus on the results of instruction rather than the methodology. Some general suggestions for curriculum content are given. The foreign language objectives are designed to coordinate with the Proficiency Project of the American Council on the Teaching of Foreign Languages. (MSE)

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STANDARDS OF LEARNING

MODERN FOREIGN LANGUAGE

LEVELS I-IV

GOALS, OBJECTIVES AND DESCRIPTIVE STATEMENTS

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VIRGINIA DEPARTMENT OF EDUCATION

RICHMOND, VIRGINIA

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MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

I would like to introduce you to the Standards of Learning Program. The program establishes a framework for instruction in the public schools. It includes objectives which will help students acquire the knowledge, skills, and attitudes believed necessary for further education and employment.

The basis for the Standards of Learning Program is an objective adopted by the Board of Education in June 1981. The objective reads as follows:

> Basic skills and knowledge to be expected of students at each developmental level will be identified and published for kindergarten through grade 12. Objectives for language arts and mathematics will be completed by September 1982 and objectives for other subject areas and vocational education will be completed by September 1984 for grades K-12. Assessment instruments for use in teaching and remediation will be made available to those school divisions which do not have such instruments of their own.

In addition to the benefits for students and teachers, the program will provide parents and other citizens with a better understanding of what students are expected to learn. With this understanding, all of us will be able to work together to help students achieve the objectives.

Standards of Learning Objectives in Language Arts, Mathematics, Social Studies, Science, Health, Foreign Languages, Physical Education, Art and Music have been developed over a three-year period with the aid of thousands of teachers, supervisors, administrators, teacher educators, and representatives of professional organizations and lay groups. I express sincere appreciation to the many individuals throughout the state who assisted in writing, reviewing and refining the objectives.

The Standards of Learning Program is designed to identify what students are expected to accomplish, provide a method for determining what has been learned, and encourage teachers to give additional instruction when needed. It is not intended to reduce the total school program to a single list of objectives or to replace the curriculum that a school division already may have developed for its students. The staff in school divisions which already have such programs will need to examine them to ensure that the Standards of Learning Objectives are included.

During the 1983-84 school year, department personnel will work with you to help you become familiar with the objectives and how they may be used for planning instruction. It is anticipated that the foreign language objectives will be used beginning in the fall of 1984.

I am excited about the program and confident that it will be a success if we continue to work together.

S. John Davis

SUMMER WORKSHOP PARTICIPANTS

Foreign Languages

1982, 1983

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MODERN FOREIGN LANGUAGES

INTRODUCTION

The study of a foreign language is crucial in helping students understand and communicate with people of different nationalities and ethnic groups and in appreciating their contributions to the development of our own nation and culture. Moreover, several modern foreign languages are spoken natively within our own country, and awareness of that fact is an important aspect of studying foreign languages. The study of another language will develop skills, abilities, and understandings which have lifelong humanistic and aesthetic implications, as well as applications to career opportunities.

The difficult task of language teachers is that of making second language learning a relevant, rewarding, and profitable experience for all students. The purpose of the Standards of Learning Program for Modern Foreign Languages, therefore, is to provide direction for them as they plan curriculum and instruction for the various levels of language study offered in the schools. The philosophical foundation of this program is directed to developing proficiency of language usage in the student. The goals and objectives are general enough to serve statewide needs for communicating content, and they are specific enough to guide local curriculum development without imposing severe constraints.

The objectives derive from goals established for each of the four skill areas (listening, speaking, reading, writing) and culture. It is obvious, however, that the five goals are not learned and should not be taught in isolation; they are interdependent and interrelated.

The foreign language objectives are designed to:

- provide an outline of content for the different levels of language instruction in each language;
- indicate a sequence and scope for Levels I through IV, thereby improving articulation among the different levels of instruction;

- provide students, parents, guidance counselors, and administrators with a description of objectives and ultimate goals which may be used to develop the skills and abilities to be gained from language study;
- assist college and university personnel and the general public in understanding better the preparation of students at the secondary level;
- help the student develop adequate facility in applying the skills necessary for eventual use in a situation calling for reliance on these skills;
- substantiate the idea that language reflects the content and nature of the culture it represents, i.e., that language is a form of cultural behavior;
- deal with the results of instruction rather than with methods of instruction, while providing direction and suggestions for the development of teaching strategies.

The process of language learning is cumulative, therefore the objectives are designed to be progressive. Skills and abilities introduced at each level will be developed, expanded and refined in subsequent years. The identification of an objective for a specific level of study simply indicates that the objective is most appropriate for that level, but reinforcement and expansion of the specific skill continues at subsequent levels.

Foreign language teachers are in general agreement concerning their basic goals and objectives. The ability to address those goals and objectives in the classroom, however, is not nearly so coordinate. Sample strategies and the delineation of the corpus of grammar are therefore provided to assist the teacher in designing instruction to attain the goals. These two elements are perhaps the most powerful aspects of the Standards of Learning Program for foreign language teachers.

Special care has been exercised to see that the Standards of Learning program coordinates with the Proficiency Project of the American Council on the Teaching of Foreign Languages. The proficiency of the student is limited only by the length of time available for learning.

GOALS

1. **LISTENING COMPREHENSION**

   The student will understand the standard language as spoken by the native speaker, limited only by his experience and length of time spent in the study of the language.

2. **SPEAKING**

   The student will express himself in the language with pronunciation, intonation, grammatical correctness, form, and style acceptable to the native speaker, limited only by his experience and length of time spent in the study of the language.

3. **READING**

   The student will read materials written in the language and appropriate to his level of maturity and instruction, with comprehension and only occasional reference to a dictionary.

4. **WRITING**

   The student will express himself in the written form of the language within the scope of his experience and with a form and style appropriate to the circumstances.

5. **CULTURE**

   The student will gain insight into and appreciation of the views and ways of life of another people through the study of their language and culture, thereby developing a better understanding of his own culture.

OBJECTIVES

LISTENING

Level I

L.I-1 **The student will recognize and discriminate among the basic speech sounds.**

Descriptive Statement: Emphasis is on recognition of the sounds of consonants and vowels.

L.I-2 **The student will distinguish between similar sounds in combination.**

Descriptive Statement: This includes minimal pairs, cognates and similar sounding words.

L.I-3 **The student will perceive placement of stress in individual words.**

Descriptive Statement: Emphasis is on the importance of stress and where it falls in familiar and unfamiliar words.

L.I-4 **The student will recognize rhythm and intonation patterns.**

Descriptive Statement: This includes affirmative and negative statements, questions, commands, and exclamations.

L.I-5 **The student will demonstrate understanding of words and expressions in varied contexts.**

Descriptive Statement: This includes following commands and answering questions related to dialogues, paragraphs, and class discussions.

SPEAKING

Level I

S.I-1 **The student will reproduce sounds and words, using proper pronunciation and stress.**

Descriptive Statement: Focus is on the alphabet, sounds of letters in isolation and in combination, and on words.

S.I-2 **The student will reproduce sentences using acceptable pronunciation, stress, rhythm, and intonation.**

Descriptive Statement: Focus is on phrases and simple and compound sentences, including statements, questions, and commands.

S.I-3 **The student will use the language to communicate effectively in directed activities.**

Descriptive Statement: Focus is on the following: formulating questions and responding orally to questions and commands; identifying and describing pictures, objects, persons, and situations in simple terms; and engaging in short conversations based on familiar material.

S.I-4 **The student will make acceptable daily use of the language in classroom communication.**

Descriptive Statement: Focus is on personalizing vocabulary, structures, and information pertaining to areas including, but not limited to, the classroom, self, home and family, weather, hobbies, recreation, and food.

READING

Level I

R.I-1 **The student will associate the written form with the spoken word.**

Descriptive Statement: The student progresses from the aural identification of sounds, words, and expressions to recognition of their written symbols.

R.I-2 **The student will recognize structures essential to comprehension.**

Descriptive Statement: This includes gender, number, verb endings, and word order.

R.I-3 **The student will understand how punctuation and diacritical marks affect meaning.**

Descriptive Statement: This includes questions, commands, exclamations, interjections, and declarative statements.

R.I-4 **The student will read for functional purposes.**

Descriptive Statement: This includes reading simple materials necessary for functioning in everyday situations: signs, menus, advertisements, timetables, and instructions.

R.I-5 **The student will demonstrate reading comprehension.**

Descriptive Statement: Focus is on previously studied and recombined dialogues and paragraphs.

WRITING

Level I

W.I-1 **The student will produce in written form the sounds of the language.**

Descriptive Statement: Emphasis is on writing the correct letter symbols or combination of symbols for corresponding sounds of the language, in isolation and in words, phrases, and simple sentences.

W.I-2 **The student will demonstrate accurate writing skills.**

Descriptive Statement: Emphasis is on spelling, capitalization, punctuation, and using all diacritical marks correctly.

W.I-3 **The student will write responses to questions and directed statements.**

Descriptive Statement: Emphasis is on appropriateness of response, word order, and necessary structural changes.

W.I-4 **The student will write guided sentences, dialogues, and paragraphs.**

Descriptive Statement: Emphasis is on the recombination of previously learned vocabulary and grammatical elements to communicate meaningful ideas or thoughts.

CULTURE

Level I

C.I-1 **The student will know where the language is spoken.**

Descriptive Statement: Emphasis is on naming and locating the countries where the language is spoken.

C.I-2 **The student will examine some important aspects of everyday life and traditions in selected countries where the language is spoken.**

Descriptive Statement: Emphasis is on family life, education, holidays, travel, food, recreation, and other traditional social customs.

C.I-3 **The student will become aware of foreign contributions to American life.**

Descriptive Statement: This includes contributions to language as well as to political and social life.

C.I-4 **The student will become familiar with current events in countries where the language is spoken.**

Descriptive Statement: This includes consideration of political, economic, social, and extraordinary news items.

C.I-5 **The student will become aware that there are regional speech differences.**

Descriptive Statement: Focus is on the development of initial awareness.

LISTENING

Level II

L.II-1 **The student will refine the ability to distinguish between similar sounds in combination in words, phrases, and sentences.**

Descriptive Statement: Focus is on familiar material.

L.II-2 **The student will refine the ability to recognize patterns of stress, rhythm, and intonation.**

Descriptive Statement: This includes perceiving subtleties in more complex speech patterns.

L.II-3 **The student will understand and retain familiar material in new contexts.**

Descriptive Statement: Focus is on expanded vocabulary and longer utterances.

L.II-4 **The student will listen to and comprehend a variety of voices of both sexes and all ages.**

Descriptive Statement: This involves the use of the telephone, tapes, records, films, and guest speakers.

SPEAKING

Level II

S.II-1 **The student will refine pronunciation, stress, and intonation.**

Descriptive Statement: Focus is on compound and complex sentences, including statements, questions, and commands.

S.II-2 **The student will demonstrate a greater ability to communicate in directed activities.**

Descriptive Statement: Focus is on reinforcing previously acquired skills, formulating questions and commands, narrating action from visual cues, and applying familiar material to new situations.

S.II-3 **The student will make acceptable and increasing daily use of the language in classroom communication.**

Descriptive Statement: Focus is on personalizing vocabulary, structures, and information pertaining to areas including, but not limited to, use of the telephone, travel, social life, shopping, and dining out.

READING

Level II

R.II-1 **The student will comprehend an expanded vocabulary.**

Descriptive Statement: Emphasis is on enlarging a reading vocabulary by such means as the study of cognates, word families, synonyms, and antonyms.

R.II-2 **The student will recognize additional structures essential to comprehension.**

Descriptive Statement: Emphasis is on word order, agreement, and verb forms introduced at this level.

R.II-3 **The student will continue to read for functional purposes.**

Descriptive Statement: The student will read materials such as signs, menus, advertisements, instructions, brochures and pamphlets, and official forms that may be needed wherever the language is spoken.

R.II-4 **The student will demonstrate reading comprehension of familiar and unfamiliar material.**

Descriptive Statement: The unfamiliar material will be commensurate with and appropriate to the student's linguistic level.

WRITING

Level II

W.II-1 **The student will demonstrate good writing habits.**

Descriptive Statement: Emphasis is on spelling, capitalization, punctuation and using all diacritical marks with increased competency.

W.II-2 **The student will write responses to questions and statements.**

Descriptive Statement: Emphasis is on appropriateness of response, word order, and necessary structural changes.

W.II-3 **The student will formulate questions using previously mastered linguistic content.**

Descriptive Statement: Emphasis is on word order, patterns, interrogative words, and punctuation used in formulating questions.

W.II-4 **The student will write guided paragraphs and dialogues.**

Descriptive Statement: Emphasis is on recombination of current and previously learned vocabulary and grammatical concepts to convey meaningful information.

W.II-5 **The student will write paragraphs of limited scope using previously learned vocabulary and grammatical structures.**

Descriptive Statement: The student will express personal thoughts in paragraph form on an assigned topic. Topics include personal experiences, school life, home life, and hobbies.

CULTURE

Level II

C.II-1 **The student will explore additional aspects of geography.**

Descriptive Statement: Emphasis is on major cities, bordering countries, and major topographical areas.

C.II-2 **The student will demonstrate knowledge of lifestyles of various cultures.**

Descriptive Statement: This includes attitudes, social etiquette, education, religion, and other similar topics.

C.II-3 **The student will demonstrate knowledge of current events.**

Descriptive Statement: This includes political, economic, social, and extraordinary news items.

LISTENING

Level III

L.III-1 **The student will understand more complex materials commensurate with experience in the language.**

Descriptive Statement: This includes comprehension of compound and complex sentences, subordinate clauses, and time, voice and mood.

L.III-2 **The student will comprehend the general idea of selections containing unfamiliar items, new cognates, and elements not heard distinctly.**

Descriptive Statement: This involves guessing intelligently and making inferences, in spite of various kinds of interference.

SPEAKING

Level III

S.III-1 **The student will demonstrate progress in resolving individual difficulties in pronunciation, stress and intonation.**

Descriptive Statement: Focus is on oral presentations and spontaneous conversation.

S.III-2 **The student will communicate more complex ideas and information in directed activities.**

Descriptive Statement: Focus is on oral presentations and directed student interaction, e.g., dialogues, skits, discussions, interviews, and summaries.

S.III-3 **The student will make acceptable and predominant use of the language in classroom communication.**

Descriptive Statement: Focus is on development of consistent self-expression on a variety of topics.

READING

Level III

R.III-1 **The student will acquire a broader vocabulary.**

Descriptive Statement: Emphasis is on recognizing word relationships and inferring meaning from contextual clues.

R.III-2 **The student will demonstrate comprehension of ideas in materials containing increasingly complex structures.**

Descriptive Statement: Focus is on understanding concepts and ideas, not on grammatical analysis or translation.

WRITING

Level III

W.III-1 **The student will list significant facts extracted from carefully delivered oral presentations based on familiar material.**

Descriptive Statement: Emphasis is on accurate reconstruction of information from notes taken.

W.III-2 **The student will write dialogues based on familiar topics.**

Descriptive Statement: Emphasis is on integrating the writing and speaking skills by such means as formulating questions and responding to questions and statements.

W.III-3 **The student will write summaries of topics discussed in class.**

Descriptive Statement: Emphasis is on the ability to extract and express main ideas and information conveyed in the original source or class discussion, with accurate expression and grammatical structure.

W.III-4 **The student will write short compositions on assigned topics.**

Descriptive Statement: Emphasis is on the ability to convey information or ideas on given topics with accurate expression and grammatical structure.

CULTURE

Level III

C.III-1 **The student will demonstrate knowledge of additional aspects of the lifestyles.**

Descriptive Statement: This may include family life, education, holidays, travel, food, recreation, and other traditional social customs.

C.III-2 **The student will demonstrate knowledge of selected major contributions in the arts and sciences.**

Descriptive Statement: This may include art, architecture, music, literature, philosophy, and technology.

C.III-3 **The student will demonstrate knowledge of selected current and historical developments.**

Descriptive Statement: This may include selected aspects of civilization such as governmental structure, exploration, and political leadership.

LISTENING

Level IV

L.IV-1 **The student will be able to understand formal presentations.**

Descriptive Statement: This includes lectures, classroom speeches, and poetry reading.

L.IV-2 **The student will be able to understand a normaliy paced conversation with native speakers.**

Descriptive Statement: This includes a variety of familiar, non-technical topics.

L.IV-3 **The student will begin to comprehend the spoken language from materials prepared for native speakers.**

Descriptive Statement: This includes radio broadcasts, plays, television, movies, and speeches.

SPEAKING

Level IV

S.IV-1 **The student will demonstrate progress in resolving persistent difficulties affecting communication.**

Descriptive Statement: Focus is on oral presentation and spontaneous conversation.

S.IV-2 **The student will communicate complex ideas and information in activities requiring minimal direction.**

Descriptive Statement: Focus is on discussion and interpretation of readings, films, current events, and social issues.

S.IV-3 **The student will make acceptable and exclusive use of the language in classroom communication.**

Descriptive Statement: Focus is on refining self-expression, which may include the ability to express abstract ideas.

READING

Level IV

R.IV-1 **The student will refine acquired reading skills.**

Descriptive Statement: Emphasis is on comprehension of various types of texts with minimal use of a dictionary. Appropriate texts may include current media, essays, short stories, poems, plays, and novels.

WRITING

Level IV

W.IV-1 The student will reconstruct information from an oral source, using notes taken.

Descriptive Statement: Emphasis is on reconstructing information from notes taken under controlled circumstances.

W.IV-2 The student will write reports on assigned topics.

Descriptive Statement: Emphasis is on expanding the ability to organize, summarize, and convey information using accurate expression and grammatical structures.

W.IV-3 The student will write compositions on topics of personal interest.

Descriptive Statement: Emphasis is on expression with appropriate vocabulary, organization, grammar, and style.

CULTURE

Level IV

C.IV-1 **The student will demonstrate knowledge of aspects of culture gained through the study of art forms.**

Descriptive Statement: This may include forms such as literature, cinema, music, and other arts.

C.IV-2 **The student will demonstrate a knowledge of the major cultural contributions and historical events, drawing parallels where possible.**

Descriptive Statement: This may include the humanities and historical and current events.